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ABSTRACT

This research sought to analyze the content of children's Saturday morning fare during the 1974-75 season. The analysis focused on both aggressive and prosocial lessons to which young viewers might be exposed and on the underlying pattern of race and sex roles implicit in the material. The major purposes of the study were to determine if the amounts of TV aggression had declined, and to chart the frequency and kind of prosocial content in children's television. Seventy-two representative programs were recorded over two days of programming and coded for analysis. Results describe (1) the types of characters; (2) the amounts and patterns of aggression and positive social behaviors; and (3) the distribution of relevant acts according to sex and racial/ethnic origins. Findings suggest that (1) TV entertainment continues to present males in advantaged positions relative to females; (2) programming is potentially reinforcing stereotyped sex-roles; (3) racial/ethnic representation in programs, in terms of gross analysis, often equals the "real world" even though half of the programs feature no Black or non-black minority member; (4) major racial/ethnic groups were equal in exhibiting any form of positive social behavior, though whites tended to exhibit at least one aggressive act; and (5) programs for children continue to feature aggressive content, though in a decreasing amount. (DAG)

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SATURDAY MORNING TELEVISION: A PROFILE OF THE 1974-75 CHILDREN'S SEASON

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Saturday Morning Television: A Profile of the 1974-75 Children's Season

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Concerns about the possible socializing effects of entertainment television have been heard for many years, expressed by parents, educators, and government officials. Objections have been raised particularly with regard to the amount of violence on the airways and the stereotypic presentation of racial/ethnic and sex roles. Numerous investigations have documented that exposure to aggressive televised examples can, in fact, lead young viewers to learn and often adopt aggressive behaviors. Stereotypic media characterizations also have been shown to influence children's attitudes toward various groups, including women and different racial/ethnic minorities. With American children averaging between 2-3 hours of television viewing daily throughout their entire childhood, the medium clearly is an extremely powerful agent of socialization that can inculcate undesirable social lessons.

The overall effects of television on children can be conceptualized as involving three interrelated processes that result in observational learning: Exposure, acquisition and acceptance (cf., Liebert, 1972, 1973).

To the extent that children are exposed to certain behaviors and character portrayals, they may acquire or learn those behaviors and roles and ultimately accept them as models for their own attitudes and actions.

This report is directly concerned only with the first of these processes: exposure. Specifically, we sought to analyze the content of children's Saturday morning fare during the 1974-75 season. The analysis focused on both aggressive and prosocial lessons to which young viewers might be exposed and on the underlying pattern of race and sex roles implicit in the material.

Analyses of aggressive/violent television content have appeared regularly over the past twenty years. Despite differing definitions and procedures used by the various investigators, the accumulated data show a clear pattern of increasing levels of aggression through the 1950's and mid-1960's (e.g., Greenberg, 1969; Liebert, Neale and Davidson, 1973). By 1967 Gerbner was reporting an all time high of aggression: 80-90% of all programs contained violence, with children's cartoons containing the greatest amounts. This level of televised violence remained stable with little promise of change until the 1972 Senate Hearings on the issue. Responding to the

Surgeon General's comprehensive report*, network executives testified that amounts of TV aggression would decline, particulary in children's viewing hours. For example, Elton H. Rule of the American Broadcasting Company stated:

> Now that we are reasonably certain that televised violence can increase aggressive tendencies in some children, we will have to manage our program planning accordingly. (U.S. Congress, Senate Hearings before the Subcommittee on Communications of the Committee on Commerce, 1972, p. 217.)

One major purpose of the present study was to determine whether this change is, in fact, occurring.

In contrast to the extensive literature on televised aggression, relatively little attention has been given to the positive lessons that entertainment television may offer. The second major purpose for this study, therefore, was to chart, possibly for the first time, the frequency and kind of prosocial content in children's television. Although the term "prosocial" may be applied to any number

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*Formally, the document is entitled Television and Growing Up: The Impact of Televised Violence, and is the official report of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior.

of actions and events, the examination was limited to five behavioral categories that met the duel criteria of having importance in the theoretical writings of psychologists and being amenable to reliable coding within our procedures. Specifically, the categories were altruism, reparation for bad behavior, sympathy/explaining feelings, control of aggressive impulses and resistance to temptation.

Turning to the medium's treatment of different sex and racial/ethnic groups, stereotypic and prejudiced views of people may be conveyed by (1) the frequency with which certain groups appear on the screen and (2) by the exact character portrayals of the people representing those groups. Various studies, based on a wide range of sampled programs, have found a consistent pattern of bias in the representation of females, blacks and other racial/ethnic groups (e.g., Donagher, Poulos, Liebert and Davidson, 1975; Mendelsohn and Young, 1972; Sternglanz and Serbin, 1974; Women on Words and Letters, 1975). The third purpose of this project, therefore, was to assess the distribution of role portrayals in the 1974-75 children's season.

Method

Seventy-two programs, representative of the 1974-75 season, were recorded directly off the air between the hours of 7:00 A.M. and 1:30 P.M., October 12 and October 19, 1974. Forty-nine of these programs, aired on October 12 by four network stations and two independents, constituted the primary sample. They included programs from: ABC-Ch. 7 (7:00 A.M.-12:30 P.M.), CBS-Ch. 2 (7:00 A.M.-1:00 P.M.), NBC-Ch. 4 (7:00 A.M.-1:00 P.M.), PBS-Ch. 13 (8:00 A.M.-1:30 P.M.), Ch. 5 (7:00 A.M.-1:30 P.M.), and Ch. 67 (8:00 A.M.-12:00 noon).

The remaining 23 programs, aired on October 19, included all offerings broadcast by the three commercial networks, ABC, CBS and NBC, between 8:00 A.M. and 12 noon. Twenty-two of them, constituting the secondary sample, were used to determine the stability of certain aspects of the primary sample. The remaining program (Yogi's Gang, ABC-8:00 A.M.) was used to substitute for its primary sample counterpart that was lost through technical difficulties.

Direct copies of all tapes were made. For ease in coding, an audio dub was added, breaking each program down into 2-minute segments. The dubbed voice announced segment numbers every two minutes of program proper.

Program introductions, credits and commercials were not included in any analyses.

Coding Procedure

The dubbed tapes of each program were viewed independently by at least two members of a team of four trained raters. A complete description of the training procedure appears in Appendix A. Raters coded the programs for aggression and the five acts of positive social behavior previously mentioned. Table 1 defines and provides examples of each of these categories. Every incident of a behavior falling into a particular category was listed with a short description of the act and the name or names of the characters involved in the performance. When there was a marked discrepancy between the two ratings for a particular program, a third rater was added; approximately one-quarter of the programs were coded by a third rater. Raters' scores for every behavioral category were averaged to derive totals for each program.

A reliability check for each of the six behavioral categories was performed on the primary data sample by obtaining Pearson rs for all pairs of raters, including each of the three pairs involved in those programs requiring three raters. These reliability coefficients were based on data recorded by each rater for each

character and therefore required aggreement regarding both the categorization of an act and the identity of the character who performed it. The median rs for each behavioral category, displayed in Table 2, show that the reliability of the procedure was satisfactory.

Results

Character Analysis

A total of 376 human characters and 142 animal characters appeared in the 50 programs of the primary sample. These totals include all major characters and minor characters who performed at least one relevant act. The human characters were analyzed to provide the number of male and female characters of white, black or other racial/ethnic groups. When individuals of the same sex and racial/ethnic origin were indistinguishable from each other, appearing and performing as a group throughout the program, they were listed as a single character of that sex and racial/ethnic group. The breakdown for the primary sample was as follows: 54% white males, 21% white females, 10% black males, 3% black females, 7% non-black minority males (Orientals, Indians, and Hispanics), and 5% non-black minority females. As Table 3 indicates, 71% of all human roles were assigned to males, and whites enjoyed 75% of all scripted parts.

Recall that the primary sample included programs from two independent commercial stations. An additional character analysis was done to eliminate the possibility that the bias favoring whites and males was due largely or entirely to the inclusion of older programming that

appeared as reruns on the independent stations. In this analysis, only programs from the four major networks (ABC, CBS, NBC, AND PBS) were included. Further, this "core" sample was restricted to programs appearing between 8:00 A.M. and 12 noon to make possible direct comparisons among the networks' new Saturday morning offerings (PBS did not begin its broadcasting day until 8:00 A.M.). Overall, the breakdown for the core sample was almost identical to the initial analysis that included the independent stations (Table 4). In this sample, 72% of all human characters were male and whites took up 79% of the roles. In comparing the four individual networks, it was found that Whites made up 94% of the characters on both ABC and NBC. CBS provided the greatest representation of Blacks (18%) and PBS gave comparatively high percentages of roles to Blacks (14%) and non-black minorities (23%). The same unequal distribution of male and female characters was revealed on all four networks, with the percentage of human characters who were male ranging from 67% to 74%.

The distribution of characters in the secondary sample is shown in Table 5. Although the pattern of role assignment is similar to those of the primary and core samples, it can be seen that on this second Saturday in October white characters accounted for an overwhelming 90% of the available roles.

Of the 48 programs in the primary sample involving human characters, only eight displayed representation by all three racial/ethnic groups (white, black, and non-black minorities). Seven programs contained only white and black characters; seven programs contained only white and non-black minority characters; two programs, Fat Albert and Soul Train, contained only black characters. The remaining 24 programs, 50% of the shows, had exclusively white casts. These programs are listed in Appendix B.

Amounts and Patterns of Aggression

The 50 programs in our primary sample, representing 66 half-hours of programming, contained 303 acts of aggression or more than 4-1/2 acts of aggression per half-hour of actual program time. However, the amount of aggression varied considerably according to particular programs; the number of aggressive acts ranged from zero to 23 acts per half-hour. Inasmuch as our primary interest was in the new Saturday morning offerings, detailed analyses were then performed on the 8:00 A.M. to noon network shows, paralleling the character analysis on the core sample above.

Within the 8:00-noon period in which direct comparisons were possible, the number of aggressive acts varied significantly according to network (Table 6). Averaged across

programs appearing on the three commercial networks, there were 8.10 aggressive acts per half hour of broadcasting. Given the actual length of programs--that is, excluding advertisements--children watching the commercial networks were exposed to one aggressive act approximately every 3-1/2 minutes. (The combined independent commercial stations averaged 4.84 aggressive acts per half hour between 8:00 and noon.) In contrast, PBS averaged 1.44 aggressive acts per half hour, or less than 25% of the amount appearing on the commercial networks (see Figure 1).

Figure 1 also shows that NBC was descriptively the most aggressive commercial network in our core sample on October 12, accounting for 44% of all aggressive acts; on the same morning CBS accounted for 33% and ABC accounted for 23%. A similar analysis of aggression for the commercial networks on the following Saturday, that is, of the secondary sample, revealed that NBC again presented the most aggression, 46% of the aggression, as contrasted to 30% for ABC and 24% for CBS.

The level of aggression was actually higher on October 19. Averaged across programs appearing on the three commercial networks between 8:00 A.M. and 12:00 noon, there were 7.70 aggressive acts per half hour of programming. The mean number of acts per half hour was particularly high for NBC: 10.10 aggressive acts per half hour. ABC averaged

7.74 aggressive acts per half hour and CBS averaged 5.25.

Between the hours of 8:00 and noon on October 12, the three commercial networks offered 16 programs of cartoon format and 7 live programs. The mean number of aggressive acts per half hour of cartoon programming was not significantly higher than the mean number for non-cartoon shows. The respective mean numbers of aggressive acts per half hour were 6.21 and 5.83 (see Table 7).

Amounts and Patterns of Positive Social Behaviors

The overall frequencies for each of the categories of positive social behavior occuring in the primary sample appear in Table 8 along with the mean number of acts per half hour. It will be noted that altruism occurred most often. On the average a child viewer would have been exposed to slightly more than six acts of altruistic sharing, helping and cooperation per half hour of television programming. Sympathy/explaining feelings occurred on the average of 2-1/4 acts per half hour. The remainder of the positive social behaviors seldom appeared, with control of aggressive impulses being least frequent of all.

Table 6 provides a network comparison of the mean number of acts in each category of positive social behavior, based on the core sample of network programs between 8:00 and noon. The overall network pattern is similar to that

of the primary sample: altruism and sympathy/explaining feelings were the behaviors most frequently seen and the occurrence of the other positive social behaviors was neglible. It is also apparent that PBS had a higher frequency of altruism than the three commercial networks, but otherwise all four networks were generally comparable.

Altruism was once again the most frequent positive example in the secondary sample on October 19, this time averaging 8.08 acts per half hour. Sympathy/explaining feelings was shown on the average of 1.75 acts per half hour. The frequency of the other positive social behaviors remained low (see Table 8).

Cartoon programs averaged a slightly higher amount of altruism per half hour than noncartoon programs. The mean numbers of acts per half hour for the other positive social behaviors were greater for live shows (see Table 7).

Consistencies Between Episodes

A comparison of the primary and secondary samples, limited to the 22 programs that occured in both, was undertaken to determine the degree of stability from one week's episodes to the next. Correlation coefficients provided a measure of association between behavioral category totals coming from both programs in a series pair. Pearson product moment rs were as follows:

.48 for aggression, .56 for altruism, .82 for sympathy/explaining feelings, .61 for resistance to temptation. There was little relationship between the amount of reparation for bad behavior and control of aggressive impulses on October 12 and on October 19, with rs of .28 and .01 respectively.

Distribution of Relevant Acts According to Sex and Racial/Ethnic Origins

It was of obvious interest to determine the distribution of relevant acts according to the sex and racial/ethnic backgrounds of the individual characters performing those acts.

A comparison of human and animal behaviors in the primary sample shows that in all behavioral categories except aggression human characters performed the preponderance of acts, percentages of totals ranging from 77% to 93%. In contrast, however, almost half of the 317 individual or participatory aggressive acts* occurring in the primary sample were executed by animal characters. These

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* In group activities involving three or fewer actors, each were given credit for participation in the behavior. When four or more characters were involved, one act was attributed to each sex/race group represented.

aggressive animals appeared almost entirely in cartoons.

Table 9 illustrates the distribution of human performances in the primary sample according to sex and race. White males accounted for 80% of the 175 aggressive acts. In addition, white males performed a larger percentage than any other group of all relevant positive social behaviors. Disregarding race, males as a group performed larger percentages of all behaviors than females, percentages ranging from 57% to 91%.

Second to white males, white females carried out the next largest percentages of acts, so that Whites in general were responsible for the overwhelming majority of behaviors of interest. For example, Whites performed 89% of the aggressive acts, 77% of the altruistic acts, 87% of the acts of sympathy/explaining feelings, and a full 100% of the acts of controlling aggression.

Similar distributions of human acts performed by the various sex/racial groups were found in both the core sample and the secondary sample. The major exceptions occurred in the secondary sample where the percentage of acts by white characters jumped to 100% for the behavioral categories sympathy/explaining feelings and reparation for bad behavior. In this sample, white and black male characters performed 100% of the acts of resisting temptation,

reflecting a decrease for both female characters and non-black minority males. In addition, almost half of the acts of controlling aggression on October 19 were accounted for by black males.

Results of the character analyses above disclosed that Whites and males tended to dominate roles on all stations and in all samples. It is thus not surprising that these groups accounted for most of the relevant acts. For the purpose of detailing exactly how various groups are portrayed, the only compelling correction for these differential performances requires determining the actual amount of time every character appeared for every episode in the sample and, thus, creating a ratio of number of acts per time of appearance (cf. Donagher, Poulos, Liebert and Davidson, 1976). The cost of such a procedure was too prohibitive for us at the time. An alternative method of adjustment is to calculate the percentages of characters in each sex/race group who were portrayed as having performed at least one act in a specific behavioral category. The results of this analysis on the primary sample appear in Table 10.

The percentages of characters who performed at least one act of a behavioral category were comparable for the three racial/ethnic groups except for aggression. Twenty-one percent of the total white characters were engaged in aggressive activity as compared to 14% of the non-black

minority characters and 2% of the Blacks. More female characters were portrayed as sympathetic and/or explaining their feelings than males (23% versus 8%). In direct contrast, a greater proportion of total male characters were aggressive than were female characters (23% versus 7%). The percentages of characters engaging in the remaining positive social behaviors were small and there were no significant differences according to sex. In summary, Whites as a group and males in particular were portrayed as more aggressive types of characters than were other racial/ethnic groups or women. Women, on the other hand, were more often shown providing others with sympathy and explanations of feelings.

Discussion

A growing body of evidence suggests that children are influenced by media content. Substantial documentation has accumulated in the case of aggressive content and has been more recently supported by evidence relating to the learning of sex and race roles and certain forms of pro-social behavior (Graves, 1975; Leifer, Gordon & Graves, 1974; Liebert, Neale & Davidson, 1973; Liebert & Poulos, 1975).

From the present analysis, one of the clearest findings is that television entertainment continues to present males in a distinctly advantaged position relative to females. As in virtually every study undertaken in previous years, males occupy more roles than females in a ratio between two and three to one (Donagher, et al, 1975; Gerbner, 1972; Head, 1954; Smythe, 1954; Sternglanz and Serbin, 1974). This underrepresentation of females is quite blatant when one considers they make up slightly more than 50% of the population at large; what is more, it has been observed cogently that under-representation of any group serves the dramatic function of conveying lack of power and social importance (Gerbner, 1972). Though justification for this persistent industry practice on grounds of entertainment license is a social and

political question rather than a scientific one, the descriptive male bias in children's programs can no longer be justified on grounds of audience appeal. Sprafkin (1975) found that girls were no more likely to select episodes featuring male characters than were boys to select episodes featuring female characters when other relevant variables were reasonably controlled.

Inasmuch as males tended to be portrayed as more aggressive but less sympathetic, understanding or altruistic than females, the image of males as both more potent and more callous than females is being perpetuated.* That these portrayals, in turn, are of social significance is suggested by two lines of converging evidence. It is known that children are more likely to attend to and imitate same sex than opposite sex models (e.g., Grusec and Brinker, 1972); the kind of programming we have analyzed, therefore, is potentially socializing stereotyped sex-roles. This possibility is supported by a series of correlational

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*In an interim report of this project we observed that the mean number of relevant acts per character produced no significant differences between the two sex groups. We subsequently recognized however, that this earlier analysis was inappropriate because it overlooked differential duration of appearance; this matter was raised on page 16.

studies (Frueh & McGhee, 1974; McGhee, 1975) showing that children who are high television viewers display a significantly stronger preference for traditional sex-role behaviors and activities than low television viewers.

The pattern of racial/ethnic representation shows two faces in our data. In terms of a gross analysis, between 9% and 13% of the roles in the three samples were held by Blacks and between 1% and 12% were held by non-black minorities. For the higher figures in this range, the percentages seem roughly proportional to the corresponding fractions of the "real world" U.S. population. While this pattern likely represents a shift from earlier years, the proportion of programs without any minority representation substantially changes the picture. Recall that fully half of the programs featuring human characters gave no representation whatsoever to Blacks or non-black minority members. Put another way, it was possible for a child to watch network television solidly from 8:00 A.M. to noon on either Saturday without ever seeing a single black or other minority character.

In terms of role portrayals, the three racial/ethnic groups were roughly equal in the percentage of their characters who exhibited any of the forms of positive social behavior. In contrast, however, Whites clearly

tended to be more likely than black or non-black minority characters to exhibit at least one aggressive act (see Table 10). Though participation in aggressive behavior has obvious negative connotations, its symbolic meaning suggests power over others, and in this sense black and non-black minorities are portrayed as relatively impotent (cf. Gerbner, 1972).

Turning now to the overall amount of aggression in our sample of programs, it is clear that the majority of television's offerings for children continue to feature aggressive content and many still focus on aggression as their central theme. Though direct comparisons between our data and those previously reported by Gerbner would be risky given certain minor definitional and procedural differences, a few relative statements do seem legitimate.

Most important, Gerbner's reports in previous years suggested that non-violent children's programming was virtually unavailable on Saturday morning. Our analysis shows that non-violent programming is now being offered; in fact, a quarter of the primary sample and a fifth of the secondary sample were entirely devoid of aggressive examples. Even so, a roughly equivalent number of shows (about 15% of those in our primary sample and slightly more than 25% in our secondary sample) were remarkably

high in aggression, averaging at least one aggressive act every two minutes.

Comparisons of programs on two successive Saturdays revealed three patterns in the amount of aggression displayed. Some series were consistently high; some were consistently low; and some fluctuated widely in their level of aggression. Programs illustrating the first pattern were dramatic in their heavy and persistent reliance on unnecessary and gratuitous violence. Four programs in particular showed a veritable string of aggressive examples, averaging one act every 1-1/4 minutes on October 12th. On October 19th, these same programs averaged one aggressive act every minute:

Bugs Bunny (ABC)

Pink Panther (NBC)

Speed Buggy (CBS)

Wheelie and the Chopper Bunch (NBC)

The emergence of programs consistently low in aggression signals the availability of reliable alternatives to the almost uniformly violent fare of years past and to present violent offerings as well. In addition, series which fluctuate between high and low amounts of aggression from episode to episode attest to the feasibility of reducing or even eliminating aggressive content from many programs

without altering their basic format.

The presence of positive socializing examples in children's television has not been detailed in the past. That children can learn from such examples (e.g., Sprafkin, Liebert & Poulos, 1975; Stein & Friedrich, 1972) suggests that a closer inspection of the "better" side of television should be made.

In our analysis we found encouragingly high amounts of altruistic behavior. Programs in the primary sample also provided an average of about two acts of sympathy/explaining feelings per half hour (1.75 in the secondary sample). Unfortunately, the remainder of the positive examples appeared seldom, with control of aggressive impulses often being the least frequent of all. This last category, it will be recalled, encompasses behaviors such as refusal to engage in violence oneself or encouraging others to find nonviolent solutions to problems. Television is virtually devoid, then, of examples showing the prevention or elimination of aggression, lessons that every child must acquire and that could possibly neutralize the detrimental influence of televised aggression.

It was pointed out that many programs displayed either consistently high or low amounts of aggression across two weeks. Another interesting and related fact

that emerged from our analysis was the relationship between aggression, altruism and sympathy/explaining feelings. The latter two categories tended to be correlated positively; that is, programs high in one category tended to be high in the other and programs low in one category tended to be low in the other. However, both of these positive social behaviors correlated negatively with aggression, so that high ratings in positive social behaviors tended to be associated with low ratings in aggression and vice versa.

The implication of these findings is clear. It is possible to produce appealing nonviolent shows for children, given the conscientiousness to do so; some commercial and many PBS programs did so in the 1974-75 season. When broadcasters fail in their responsibility, parents are now in the position to select for their children the socially positive programming that many have been requesting.

Appendix A.
Procedure for Training Raters

The team of four raters included two graduate psychology students and two undergraduate psychology majors. All raters used a coding manual devised by Davison and Neale ( ) which provided definitions, detailed descriptions and examples of the behavioral categories to be used. Eight behaviors were originally covered. Altruism, delay of gratification/task persistence, reparation for bad behavior, sympathy, control of aggressive impulses, explaining feelings, and resistence to temptation were listed as positive social behaviors.* The eighth behavior, aggression, was considered antisocial. Rater were required to pass a written test on the manual before preceeding with training. All raters viewed a training tape displaying short examples of the different behaviors. Next, with the assistance of an experienced rater, the trainees coded three 15-minute segments from separate programs. Finally, each rater independently coded five half-hour programs and reviewed them with the experienced rater.

Throughout the project weekly meetings were held to discuss problems in the coding. Retraining was provided where necessary.

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* Because there was poor reliability between coders for delay of gratification/task persistence, this category was dropped subsequent to coding. For similar reasons the categories sympathy and explaining feelings were combined.

Appendix B.

Shows from the primary sample which presented exclusively white casts, counting major characters and minor characters who performed at least one codable behavior.

1. Addam's Family (NBC)
2. Faith in Focus (Ch. 67)
3. Go! (NBC)
4. Hong Kong Phooey (ABC)
5. Hudson Brothers Razzle Dassle Hour (CBS)
6. Jeannie (CBS)
7. Jetsons (NBC)
8. Korg: 70,000 B.C. (ABC)
9. Land of the Lost (NBC)
10. Mary Kelley's Puppet Party (Ch. 67)
11. Mr. Ed (Ch. 5)
12. Mr. Magoo (NBC)
13. New Adventures of Gilligan (ABC)
14. Partridge Family: 2200 A.D. (CBS)
15. Pink Panther (NBC)
16. Run, Joe, Run (NBC)
17. Sigmund and the Sea Monsters (NBC)
18. Shazam! (CBS)
19. Speed Buggy (CBS)
20. Super Friends (ABC)
21. These are the Days (ABC)
22. U.S. of Archie (CBS)
23. Valley of the Dinosaurs (CBS)
24. Yogi's Gang (ABC)

Table 1.

Behavioral Categories Used in Coding Children's Television Programs

Category	Definition	Examples
Aggression	Acts involving the use of force, threat of force, or intent of force against others.	A robber pulls a gun on an old lady. A child hits another child.
Altruism	Acts of sharing, helping and cooperation.	Two girls work together on a project. A boy swims to save a drowning man.
Sympathy/ Explaining Feelings	Verbal or behavioral expression of concern for others or statements describing the feelings or action of oneself or others with the intent of effecting positive outcomes.	An adult comforts a crying child. A girl explains to others why a new classmate is shy.
Reparation for Bad Behavior	Behavior intended as reparation for a wrong doing committed by the person himself.	A ball player pays for a damaged window. A child apologizes for hurting another's feelings.
Resistance to Temptation	Withstanding the temptation to engage in behaviors generally prohibited or frowned on by society.	A child refuses to tell a lie. A teen refrains from shoplifting.
Control of Aggressive Impulses	Non-aggressive acts or statements which serve to eliminate or prevent aggression.	A teacher suggests alternatives to fighting. A policeman reasons with a criminal instead of using a gun.

Table 2.

Median rs for six behavioral categories, reflecting the reliabilities between raters for all pairs of raters.

Altruism	.86
Reparation for Bad Behavior	.88
Sympathy/Explaining Feelings	.86
Control of Aggressive Impulses	.89
Resistance to Temptation	.95
Aggression	.97

Table 3.

Percentage of total human characters accounted for by male, female, white, black and non-black minority groups in the primary sample (all stations).

	Males	Females	Totals
Whites	54	21	75
Blacks	10	3	13
Non-Black Minorities	7	5	12
Totals	71	29	100

Table 4.

Percentage of total characters accounted for by male, female, white, black, and non-black minority characters in the core sample of network programs between 8:00 and 12:00 noon on October 12, 1976.

A. Four Networks Combined

	Male	Female	Totals
White	57	22	79%
Black	9	2	11%
Non-black minorities	6	4	10%
Totals	72%	28%	100%

B. ABC

	Male	Female	Totals
White	67	27	94%
Black	0	0	0%
Non-black minorities	3	3	6%
Totals	70%	30%	100%

C. CBS

	Male	Female	Totals
White	56	24	80%
Black	16	2	18%
Non-black minorities	2	0	2%
Totals	74%	26%	100%

Table 4 continued.....

D. NBC

	Male	Female	Totals
White	70	24	94%
Black	2	2	4%
Non-black minorities	2	0	2%
Totals	74%	26%	100%

E. PBS

	Male	Female	Totals
White	45	18	63%
Black	10	4	14%
Non-black minorities	12	11	23%
Totals	67%	33%	100%

Table 5.

Percentage of total human characters accounted for by male, female, white, black and non-black minority groups in the secondary sample (ABC, CBS, NBC).

	Males	Females	Totals
Whites	63	27	90
Blacks	8	1	9
Non-Black Minorities	1	0	1
Totals	72	28	100

Table 6.

Mean Number of Acts per Half-hour of Broadcasting and Standard Deviations for All Categories--Core Sample.

	ABC	CBS	NBC	Combined Commercial Networks	PBS
Altruism	$\bar{X}$=7.31 SD=1.65	$\bar{X}$=6.31 SD=4.42	$\bar{X}$=6.79 SD=1.55	$\bar{X}$=6.81 SD=2.77	$\bar{X}$=9.73 SD=3.57
Sympathy/ Explaining Feelings	$\bar{X}$=2.58 SD=3.47	$\bar{X}$=1.42 SD=1.55	$\bar{X}$=2.10 SD=1.67	$\bar{X}$=2.03 SD=2.34	$\bar{X}$=1.40 SD=1.49
Reparation for Bad Behavior	$\bar{X}$=.77 SD=1.48	$\bar{X}$=.50 SD=.60	$\bar{X}$=.79 SD=1.21	$\bar{X}$=.69 SD=1.09	$\bar{X}$=0.00 SD=0.00
Resistance to Tempta- tion	$\bar{X}$=.52 SD=.69	$\bar{X}$=.88 SD=1.64	$\bar{X}$=.23 SD=.37	$\bar{X}$=.54 SD=1.04	$\bar{X}$=0.00 SD=0.00
Control of Aggressive Impulses	$\bar{X}$=.83 SD=1.72	$\bar{X}$=0.00 SD=0.00	$\bar{X}$=1.19 SD=2.05	$\bar{X}$=.67 SD=1.56	$\bar{X}$=0.00 SD=0.00
Aggression	$\bar{X}$=4.31 SD=4.38	$\bar{X}$=5.96 SD=5.99	$\bar{X}$=8.02 SD=8.98	$\bar{X}$=6.10 SD=6.61	$\bar{X}$=1.44 SD=1.36

Table 7.

The mean number of acts per half hour of Live and Cartoon programming sampled from the commercial networks between 8:00 and noon on October 12, 1974.

	Live shows (n=7)	Cartoon shows (n=16)
Aggression	5.83	6.21
Altruism	5.5	7.34
Sympathy/Explaining Feelings	2.97	1.65
Reparation for Bad Behavior	1.12	.51
Resistence to Temptation	.83	.42
Control of Aggressive Impulses	1.76	.22

Table 8.

Overall frequencies for each of the categories of positive social behavior occuring in the primary sample and mean number of acts per half hour. (66 half hours of broadcasting)

	Totals	Mean Number of Acts per Half Hour
Altruism	400.14	6.06
Sympathy/Explaining Feelings	148.80	2.25
Reparation for Bad Behavior	31.49	.48
Control of Aggression	24.16	.37
Resistance to Temptation	31.49	.48

Overall frequencies for each of the categories of positive social behavior occuring in secondary sample and mean number of acts per half hour. (23 half hours of broadcasting)

	Totals	Mean Number of Acts per Half Hour
Altruism	185.82	8.08
Sympathy/Explaining Feelings	40.15	1.75
Reparation for Bad Behavior	22.83	.99
Control of Aggression	11.99	.52
Resistance to Temptation	7.16	.31

Table 9.

Percentage of acts in each category accounted for by members of each sex/race group in the primary sample.

Aggression

	Male	Female	Total
White	80	9	89%
Black	2	0	2%
Other	9	0	9%
Total	91%	9%	

Altruism

	Male	Female	Total
White	50	27	77%
Black	8	3	11%
Other	6	6	12%
Total	64%	36%	

Sympathy/Explaining Feelings

	Male	Female	Total
White	50	37	87%
Black	4	2	6%
Other	3	4	7%
Total	57%	43%	

Table 9 continued.....

Reparation for Bad Behavior

	Male	Female	Total
White	60	19	79%
Black	11	2	13%
Other	3	5	8%
Total	74%	26%	

Resistance to Temptation

	Male	Female	Total
White	35	18	53%
Black	11	3	14%
Other	33	0	33%
Total	79%	21%	

Control of Aggressive Impulses

	Male	Female	Total
White	83	17	100%
Black	0	0	0%
Other	0	0	0%
Total	83%	17%	

Table 10.

For each behavioral category, the percentage of characters in a particular sex/race group who performed at least one act.
Taken from primary sample.

Altruism

White Males	White Females	Black Males	Black Females	Other Males	Other Females	Animals
39%	52%	56%	31%	36%	65%	37%

Males	Females
41%	51%

Whites	Blacks	Others
43%	49%	48%

Sympathy/Explaining Feelings

White Males	White Females	Black Males	Black Females	Other Males	Other Females	Animals
9%	25%	6%	15%	8%	18%	5%

Males	Females
8%	23%

Whites	Blacks	Others
13%	8%	12%

Table 10 continued.....

Reparation for Bad Behavior

White Males	White Females	Black Males	Black Females	Other Males	Other Females	Animals
3%	3%	6%	0%	4%	0%	2%

Males	Females
3%	2%

Whites	Blacks	Others
3%	4%	2%

Control of Aggression

White Males	White Females	Black Males	Black Females	Other Males	Other Females	Animals
1%	3%	0%	0%	0%	0%	1%

Males	Females
2%	2%

Whites	Blacks	Others
3%	0%	0%

Resistance to Temptation

White Males	White Females	Black Males	Black Females	Other Males	Other Females	Animals
2%	3%	6%	8%	4%	0%	1%

Males	Females
2%	3%

Whites	Blacks	Others
2%	6%	2%

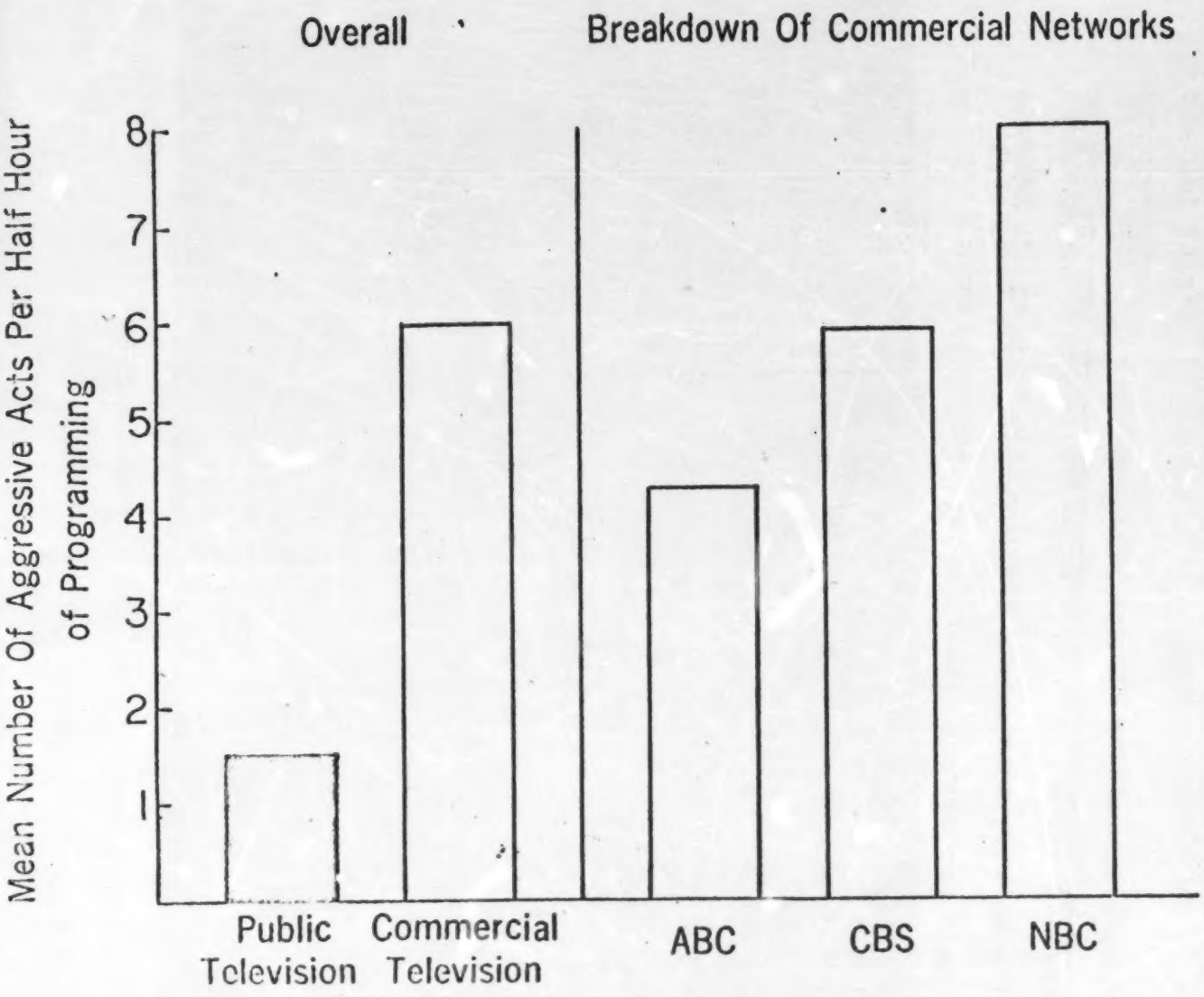
Table 10 continued.....

Aggression						
White Males	White Females	Black Males	Black Females	Other Males	Other Females	Animals
26%	10%	3%	0%	24%	0%	27%

Males	Females
23%	7%

Whites	Blacks	Others
21%	2%	14%

Figure 1. Amount of Aggression Per Half-Hour of Programming for the Four Major Networks (Core sample)


Overall
Breakdown Of Commercial Networks
Mean Number Of Aggressive Acts Per Half Hour of Programming
8
7
6
5
4
3
2
1
Public Television
Commercial Television
ABC
CBS
NBC

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